

MARK SCHEME for the May/June 2013 series

0546 MALAY (FOREIGN LANGUAGE)

0546/04

Paper 4 (Continuous Writing), maximum raw mark 50

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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Total marks for paper: 50

25 marks per question. Each question is marked over a maximum of 140 words.

1 Communication: 5 marks

These marks are given for unambiguously communicated points of information as required by the rubric.

2 Language: 15 marks

Ticks are awarded beside each Marking Unit which is substantially correct. Errors are not indicated. The total number of ticks is recorded at the foot of the page and converted to a mark out of 15 (see the conversion table on at the end of the Mark Scheme).

3 General Impression: 5 marks

This mark takes the language mark as the first guide. It should be adjusted up or down by one mark, where this is justified by positive qualities, such as unusually good vocabulary or ambitious use of language, or by negative qualities, such as excessive repetition.

0–1 Does not rise above the requirements for the Directed Writing Task in Paper 2.

2 Fairly good use of idiom, vocabulary and structures.

3 Good use of the above. Generally accurate.

4 Very good use of the above.

5 Excellent use of the above.

Recording of marks

Marks are recorded at the end of the answer as follows:

C = 5

L = 15

G = 5

Total = 25

Each mark (out of 25) is entered on the front of the script and the total out of 50 recorded.

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Counting words

- (a) In letters, any address, date or invented titles are ignored.
- (b) The numbers of words is counted up to exactly 140 words – (or the nearest Marking Unit if just over) – this tally is indicated by | | . No marks are awarded thereafter either for communication or language.
- (c) A word is here defined as a group of letters surrounded by a space. Groups of letters containing hyphens are regarded as one word.
E.g. *anak-anak, huru-hara, berjalan-jalan*: each example is one word.
- (d) Numbers count as one word whether written as figures or as words.
21 is one word. *Dua puluh satu* is treated as one word. Dates count as one word.
- (e) Place names and other proper nouns, including book and film titles, count as one word.

Repetition of material printed in the rubric

No accuracy marks are given for sentences/phrases of 3 words or more copied from the rubric. If candidates paraphrase the rubric it can be marked for language but not for communication (and the candidate will have used up some of their 140 words needlessly).

Irrelevant material

In the case of a deliberately evasive answer which consists entirely of irrelevant material exploited in defiance of the rubric, a score of 0/25 is given. These are rare in IGCSE. The genuine attempt to answer the question which fails due to a misunderstanding of the rubric will normally lose Communication marks but will score for Language and Impression.

When part of an answer is clearly irrelevant, include such material in the word count, but bracket it and award no Language marks. (e.g. unless otherwise instructed, bracket and include in the word count an introduction to a question consisting of an unwanted self portrait on the lines of: 'Salam sejahtera, saya... Umur saya 16 tahun... Saya tinggal di... etc.'). However, please bear in mind that as long as candidates do not distort the requirements of the rubric, they are allowed to develop their essays in the direction that suits them/their imagination takes them: Examiners should always hesitate before bracketing material as irrelevant, especially if it is integrated into an essay which fulfils the requirements of the rubric in other ways, and must consult their Team Leader if they are unsure.

See Appendix for further guidance.

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MARKS FOR LANGUAGE

General comments

This positive marking scheme is intended to reward both accuracy and ambition. No marks are deducted for errors.

Marking units

A tick is awarded for a correct Marking Unit (MU). A spelling error will invalidate a MU or part of a marking unit, where the unit is worth more than one tick. A Marking Unit may consist of any of the following:

A noun or pronoun + verb. Extra ticks are given for the use of the negative and interrogative.

Kami mengharap = 1. Saya tulislah = 2. Dia tidak yakin = 2.

Mengapakah orang itu berlari? = 2.

Noun or pronoun + adjective or adjectival phrase.

Dia besar = 1. Mereka marah = 1. Dia pelajar yang pandai = 1. Urusan lain = 1.

A tick is given for the **possessive adjective** and use of 'nya' in the possessive.

Ibu saya = 1. Kereta kawan saya = 1. Keretanya = 1. Kawan kereta saya = 0.

Noun or pronoun + preposition or prepositional phrase.

Wang di dalam = 1. Wangmu (1) di dalam (1). Di depan kedai itu = 1.

Ke Taiping = 1. Naik bas = 1. Untuk orang ini = 1.

Dengan kawan = 1. Seperti saya = 1.

All adverbs and adverbial phrases of time/frequency.

Dia besar sekali = 2. Dia terlalu besar = 2.

Kita belum menyedari = 3. Orang datang (1) setiap minggu (1).

And, similarly, 1 tick for: *sudah, hampir, sedang, masih, akan, etc.* and phrases of time e.g. *besok, besok pagi, biasanya, tahun lalu, sebelum itu.*

But no ticks are awarded for the time phrase and Marking Unit where confusion is caused by wrong use of time markers, e.g. *Tahun lalu kami akan berangkat = 0.*

All conjunctions (except *dan, atau* and *tetapi*)

Kerana = 1. Dia tahu (1) bahawa (1). Untuk = 1

And, similarly, 1 tick for: *juga, kalau, namun, walaupun, etc.*

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1 Verbs

- (a) The simple root form of the verb is acceptable in most cases.
Saya menulis surat = 1. Saya tulis surat = 1.
Dia menelefon dan beritahu = 2, (two verbs using the same noun/pronoun).
- (b) Credit is given for correct use of modal or auxiliary verbs.
Saya harus bangun = 2. Mereka ingin makan = 2. Kita boleh pakai = 2.
 (and, similarly with: *mau, senang, boleh...*)
- (c) Credit is given for correct use of suffixes 'i' and 'kan'.
Saya membangunkan = 2 (ekonomi = 1). Ibu membelikan = 2.
Ibu membelikan saya baju = 3
Adik dimarahi ibu = 3.
- (d) Credit is given for correct use of prefixes 'di' and 'ter'.
Ikan itu dimasak = 2. See also: Adik dimarahi (above).
Kampung terletak = 2. Banyak orang terkena (2) penyakit (1).

2 Nouns & Pronouns

- (a) On their own these don't score. No tick also for nouns with: *ini, itu, banyak, sedikit*, with numbers or 'nya' (unless clearly a possessive).
Masalah ini = 0. Banyak negara = 0. Dua alasan = 0.
- (b) However, nouns used with their correct count noun do get a tick.
Seorang pencuri = 1. Sebuah patung = 1. Sepuluh helai kertas = 1.
- (c) NB (as mentioned above) a spelling error invalidates the Marking Unit.
Pesawat terbang mendarat = 0. Kerata = 0
- (d) Misspelling of proper nouns in the case of a person's name or a town or place is tolerated. Common countries should be correctly spelt, however both Singapore and Singapura are accepted.
- (e) Noun + *pun* = 1.
Rumah pun (1) dia tidak (1) ada (1).
- (f) *Bukan* + noun = 1.
Bukan kawan = 1.

3 Adjectives

- (a) See above. Comparatives and superlatives:
Rumah itu lebih besar (2) daripada (1).
Kapal ini sama besar (1) dengan (1). Dia sebesar (1) saya.
Dia anak yang paling (1) pintar (1). (Telefon umum yang) terdekat = 2.
- (b) Groups of adjectives in descriptive writing also count:
Kami letih, lapar dan haus = 3.

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4 Interrogative adverbs

Score 1 tick separately:

Bagaimana? Berapa? Di mana? Bila? Mengapa? Siapa? Each scores 1.

5 Slang

(a) The aim is for '*Bahasa Melayu yang baik dan betul*'. While shortened versions of most verbs are acceptable these should not become slangy. E.g. *Mereka tengok aje. Saya tak tahu camana.*

SMS or text language and that used in chatrooms are discouraged. E.g. *apasal? camner?*

However, when used as part of e.g. a dialogue, it can be rewarded in context.

(b) While *tidak* is formal, *tak* is common in printed form and acceptable.

(c) Although the Malay language is very similar to the Indonesian language, Indonesian words which have a totally different meaning must not be used. E.g.: *bisa* when you can use *boleh*, *karena* when you can use *kerana*, *kapan* when you can use *bila*.

6 Miscellaneous

Ada + noun or pronoun = 1

Ada banyak rumah = 1.

Tidak (1) ada waktu (1).

Ada + *yang* = 1 (*Ada* + noun or pronoun + *yang* still earn only 1 tick)

Ada yang (1) menelefon.

Ada beberapa orang yang (1) tahu (1).

Apa + *yang* = 1

Saya tahu (1) apa yang (1) harus saya lakukan (2).

Examples:

Di Australia (1) ada rumah-rumah (1) yang kecil (1)

(preposition) (*ada* + noun) (adj. phrase)

Ada kereta, trak, basikal motorsikal dan lain-lain = 1

(Giving one tick only for an illustrative list seems severe, but can be redressed in the impression mark).

7 Expressions

More could doubtless be added to the following list. Credit would be appropriate, for example, for:

Menurut saya = 1.

Misalnya = 1.

Oleh kerana itu = 2.

Ternyata = 1.

Namun demikian = 2.

Rupanya = 1.

Pada jam lapan = 1.

Kelihatannya = 1.

Pada jam lapan malam = 2.

Dari jam lima sampai jam tujuh = 2.

8 English borrowings

Only English (or other foreign) borrowings are acceptable if clearly understandable to a 'native Malay speaker with no knowledge of languages other than Malay'. E.g. *produk*, *bisnis* (but not 'business'), *industri* (but not 'industry') etc.

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9 Register

Kamu, kau etc are not acceptable in a formal letter but *Anda* is accepted in an informal letter. Glaringly inappropriate register is disallowed.

For learned phrases of formality in a letter:

Kepada yang berhormat Encik = 3.

Dengan surat ini kami ingin menyampaikan = 3.

For learned phrases in an informal letter:

Semoga kamu baik-baik = 2.

Bagaimana khabar? and *Apa khabar?* Each score 1.

10 Hyphens and punctuation

Inaccuracies in the use of hyphens and punctuation are ignored.

Conversion Table

Number of ticks Max 60	Mark out of 15 (for Accuracy of Language)	Pro rata (General Impression)* Max 5
60+	15	5
55–59	14	5
51–54	13	4
48–50	12	4
45–47	11	4
42–44	10	3
38–41	9	3
34–37	8	3
30–33	7	2
26–29	6	2
22–25	5	2
19–21	4	1
15–18	3	1
11–14	2	0
7–10	1	0
0–6	0	0

*This mark may be adjusted up or down by one mark depending on the criteria mentioned above under GENERAL IMPRESSION.

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APPENDIX: IRRELEVANT MATERIAL

Examiners who encounter what they judge to be irrelevant material/an irrelevant answer should in the first instance consult the table below for guidance on how to deal with it. If, having consulted the table, Examiners are unsure as to how to proceed, they should contact their Team Leader for guidance.

Examiners should note that as long as candidates do not distort the requirements of the rubric, they are allowed to develop their compositions in the direction that suits them/their imagination takes them. Such development must not be treated as irrelevance.

For example: if the rubric states '*There was a party at school to celebrate the end of exam. Say what happened that day*' and the candidate decides that on the very day of the party s/he was involved in an accident and rushed to hospital, this is a possible turn of events and should not be penalised. If, however, the rubric says specifically '*Describe how you celebrated the end of the school year at your school*' then this is what the candidate should do and a description of the accident should be regarded as evasive and irrelevant. (See table below.)

1	A deliberately evasive answer which consists entirely of irrelevant material exploited in defiance of the rubric:	Give a mark of 0/25. These are very rare in IGCSE. Consult your Team Leader before awarding 0/25.
2	A composition on the general topic area of the question which does not address all the set tasks:	<p>(a) When one or more of the tasks are attempted (whether successfully or not) then award Language and Impression marks as usual, even if parts of the answer are only marginally relevant. When a significant part of the answer is only marginally relevant, reduce the Impression mark by -1 and annotate the script to show why you have done this (where +/- marks in margin for Language would affect pro rata Impression mark, the appropriate adjustment for Language will still apply):</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>For example: 'What you did on a day out with your friend.' If as part of his/her answer the candidate writes at some length on a description of the friend (appearance, residence, family, likes/dislikes etc.) it should be seen as marginally relevant and a deduction of -1 for Impression should be made.</p> </div> <p>NB. Examiners may award a pro rata mark for Impression, even if all the marks for Communication are lost due to errors of Language.</p>

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		<p>(b) When the material complies with the topic area, but <i>none</i> of the set tasks are attempted, award marks for Language but give 0 for Impression:</p> <div style="border: 1px solid black; padding: 5px;"> <p><i>For example:</i> 'Describe how your class celebrated the last day of term.' The answer which describes a routine day at school, but which does not address the tasks at all would comply with the topic area, ie school, so would gain marks for Language but score 0 for Communication and Impression.</p> </div>
3	A substantial part of an answer that is clearly not on the general topic area:	<p>Include such material in the word count. Then bracket it and award no Language ticks for the bracketed part of the answer:</p> <div style="border: 1px solid black; padding: 5px;"> <p><i>For example:</i> 'Describe a typical school day.' Candidate includes a paragraph about a foreign holiday for no apparent reason other than to use up words. This falls outside the general topic area of school and the paragraph should be bracketed for the purpose of ticks but included in the word count. Please note there would have to be blatant use of material unrelated to the topic area for such action to be taken (and this is a rare occurrence).</p> </div>
4	A genuine attempt to answer the question which fails due to a misunderstanding of a specific word or phrase:	<p>Award marks for Communication for any part of the response that does answer the question. Award marks for Language and Impression to the whole answer.</p> <p>NB. If the use of a specific word in a rubric causes particular problems, a decision may be taken at the coordination stage to exercise some leniency in the award of Communication marks. The Product Manager should be consulted in such cases.</p>